

Student Scenario 4 - Shelia

BACKGROUND INFORMATION AND CURRENT PLACEMENT

Shelia is a 14-year-old 8th grader diagnosed with cerebral palsy. She is an “A” student in a gen-ed classroom fulltime. She receives speech therapy for assistance with her speech-generating device (SGD) and language software. She receives occupational and physical therapy for assistance with activities of daily living and mobility.

Shelia uses a power wheel chair for mobility and a Dynavox communication aide with Word Power software to communicate and access the computer. Shelia accesses the Dynavox by direct selection (left hand) when she is not fatigued. When S. is fatigued she accesses her Dynavox using a single switch, row column scan. The switch is placed on a switch mount on her headrest, left side. Shelia is unable to eat independently or dress independently. She needs assistance transferring from chair to bed and alternate seating positions.

She is able access the Internet via her device. Shelia accesses her computer using her Dynavox SGD and the Word Power software computer access pages. Shelia can write, edit and print word documents.

- Functional Vision: wnl
- Functional Hearing: wnl
- IEP: Shelia receives speech, occupational and physical therapy.
- Literacy: Shelia is an avid reader. She exhibits no reading delay.

Shelia uses a partner (aide) to assist her in accessing all educational core instructional materials. She is able to complete academic tasks with the support of her aide to:

- Hold books
- Turns pages
- Assists with printing etc.

She has expressed frustration at not being independent and having to rely on an attendant to turn pages, hold books and assist her with access to the curriculum.

Complete the SETT framework using the additional materials in the tri-fold to guide your discussion. What would be appropriate and accessible instructional materials for Shelia and where would you get them?

